

Early Years Maths Curriculum at Abbots Ripton

As stated in the government report 'Strong Foundations in the first years of school' published in October 2024, we endeavour to plan our Maths curriculum to focus on the 'foundational knowledge and skills that a child needs by the end of KS1 to give them a good foundational start.' With this in mind, we aim to get it right for the 'most vulnerable, so we can get it right for everyone' Martyn Oliver Chief Inspector of Schools.

Number

Following the baseline assessment at the outset of the reception year, we use the maths mastery approach using the Mastering Number resources to close any gaps in understanding. This ensures that concepts are taught in small steps, that children understand these clearly, and have the ability to reason and explain their understanding, develop their vocabulary and develop fluency, a quick and easy recall of facts. Promoting fluency is important, because it helps children to remember numbers and sequences. Children develop a firm understanding of numbers to 5, counting, subitising and pattern.

We have daily maths lessons from the outset, taught as a whole group, and with some follow up activities in provision, or as small groups. Follow up may be in pictorial form, but this is only if it is appropriate and supports understanding or is a means to explaining understanding. This remains the same as the year develops, although numeral formation is introduced in the summer term, to support early recording.

As the year develops, we continue to use the Mastering Number approaches, and supplement these with some content from the White Rose scheme for Number. This is so we can use a more diverse range of resources to support learning as the children transition into Year 1, and give challenge to the more able children.

The review lessons in Mastering Number at the end of the academic year, are a key way of assessing the children's understanding in comparison, counting, number patterns, recall and understanding, and support making a judgement against the Early Learning Goals.

Shape, Space and Measure

We use the White Rose scheme for these areas of the maths curriculum and follow the White Rose content map to ensure coverage of these areas. The vocabulary linked to spatial awareness, shape, pattern and measure are used in other curriculum areas such as Physical Development, Understanding of the World and Expressive Art and Design.

Assessment

Assessment for learning is daily, and the children's comments and gaps are noted on planning. Those children who are falling behind have a group follow up with the teacher after a session, or daily practise of skills and concepts that they find challenging.

A build-up of this weekly observation builds a picture of where the children are as learners and supports the end of year judgement for the foundation stage profile.

